



TEACHING APTITUDE AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE TEACHERS PURSUING B. ED. COURSE FROM THE DISTANCE AND THE REGULAR MODE

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ABSTRACT

Teacher Education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills which they require to perform their task effectively in the classroom, school and wider community. To achieve this, one must go through a proper learning process. If it is provided only then a prospective teacher can do his/her best in academic achievement. B.Ed. course is offered in both distance and regular mode. Earlier the studies have been done by other Indian as well as foreign investigators on the effectiveness, academic performance and study habits of the students of both modes. It is very necessary to know that whether they are having a favourable educational atmosphere because the development of elementary student depends upon the teacher only. Teachers are always considered as the backbone of a school; the more they are skilled the more students will achieve knowledge and chance to develop. So the study was conducted to find out the level of teacher aptitude and academic achievement of prospective teachers of both distance and the regular mode.

Through this study I have found that there is no significant difference between the prospective teachers of both modes in accordance with their teacher aptitude and Academic achievement. All the necessary academic skills and teaching aptitude depends on the learners' own efforts and interest.

INTRODUCTION

"Not only is there an art in knowing a thing, but also a certain art in teaching it."

Development of a nation always relied on knowledge acquired through education and its practical applications. Considering any efficient education system or educator, effective instructional strategies with identity and high potentials in which the contents were delivered are the main pillars of quality education system.

Quality education is a pre-requisite for national, regional and global development. For delivery of quality education, we need efficient teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching.

Quality teachers and teachers only can be the strong agents of social re-engineering and reconstruction. Educationists, no matter, how different their educational philosophies and ideologies may be admit that the ultimate test of nation's greatness is the quality of her citizens which depends upon the quality of her teachers.

For teachers to be more effective and quality professionals, teacher education must be brought into the mainstream of the academic life of our institutions at all levels. Planning and implementation of futuristic, exhaustive and farsighted reforms and recommendations can make a real breakthrough and vitalise teacher education.

Education Commissions on Teacher Education

All Education Commissions and Policies since independence stressed on the restructuring and reorganization of teacher education and of teaching profession. All Education Commissions and Policies since independence stressed on the restructuring and reorganization of teacher education and of teaching profession. Radhakrishnan Commission (1948) for higher education, Mudaliyar Commission (1952-53) for secondary education, Kothari Commission (1964-66) for all levels of education, were constituted to suggest reforms to push forward the agenda of educating India, strengthening teacher education and reform teaching-learning strategies.

The Secondary Education Commission (1952-53) stated, "we are, however, convinced that the most important factor in contemplated educational reconstruction, is the teacher, his personal qualities, his educational qualifications, his professional training and the place that occupies in the school as well as in the community".

The Education Commission (1964-66) observed, "Of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence and character of teachers are undoubtedly the most significant". The Commission also emphasised on the training and orientation of teachers at all levels.

The Commission also observed that investment in teacher education could yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions. The National Education Policy of India (1986) focussed its attention on an educa-

tional system which can produce citizens who are by and large physically, mentally and morally healthy; who are conscious of their duties and rights, who are keen to learn on a lifelong basis and incessantly eager to improve their performance and who consequently are well grounded individuals competently contributing to the uplift of the quality of life everywhere. National Council for Teacher Education, which is a creation of the NPE (2005) suggested making teacher education effective and productive, the prevailing teacher education system is to be undergone drastic changes.

National Curriculum Framework (2005) introduced 'Critical Pedagogy', based on social constructivism, to restructure the system of teacher education. According to NCF, content and pedagogy blended together, that is content inbuilt pedagogy is the landmark of teacher education system. To achieve this NCF recommended academic planning and leadership at the school level, block level and cluster level, as essential for improving quality and strategic differentiation of roles of teachers.

Role of a Teacher in Present Modern Scenario

There is a paradigm shift in the role and responsibilities of modern teacher. For remaining at the centre stage of the multi-dimensional teaching-learning process, the teacher has to redefine the role, has to undergo rigorous changes, has to update the knowledge, to have basic human values, to have accountability to the society and to the students. Only such a teacher can work for the formation of right habits, thoughts and actions, cultivation of values and development of rights.

Concept of Teacher Education

Certain people, who are not in favour of training, hold the view that there is no need of training the teachers. Only they should have mastery over the subject because there is no significant difference found in teaching of trained and untrained person.

Theoretically it is not right; training is essentials for every teacher. Train teachers can do much more than untrained teachers. There may be so many reasons for why they do not perform their work effectively. Demand of job/ profession, the objective and expectations from a teacher certify the existence of teacher training. To have mastery over subject matter and to communicate this to students are quite different. Many skills are needed to communicate the information effectively. Example: Skill of questioning, illustrating, demonstrating and explaining. Other skills which may be required are skills of arranging and logically sequencing the subject matter. Teaching is not confined to tell or to impart knowledge of subject - matter to others but in wider perspective teaching aims at all-round development of personality of child. But there are the thing to be taught to the teachers, example what are his responsibilities and duties. These things skills or attitudes can only be developed through systematic training. Hence a systematized knowledge is required in order to achieve these skills and attitude. For this training is must. There is not only the knowledge of these things which are essential for a teacher unless a power has a positive attitude towards students and his job. Attitudes are learnt through experiences. In training program many pleasant experience are provided to student teachers by whom he can develop favorable attitude towards himself, his job and his students.

The Distance Mode

Distance Education is a mode of delivering education and instruction often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Students can study in their own time, at the place of their choices and without face to face contact with a teacher. The investigator has used this term for prospective teachers who are pursuing B. Ed. course.

Regular Mode of Education

Regular is a traditional method of teaching which takes place on face to face basis in a classroom. The investigator has used this term for prospective teachers who are pursuing B. Ed. course.

Teaching Aptitude

A teacher needs to be a great communicator. They need to be comfortable with public speaking in front of any sized group. They need to be leaders but not overly authoritarian. They must have a strong knowledge of particular subjects. They also must be patient. They need to commit large amount of time outside of the classroom meeting with students, as well as reading and grading papers. A teacher is never good at just one thing. It is an incredibly demanding but equally rewarding profession that requires a number of different skills

Academic Achievements

The term 'Academic Achievement' is nothing but scholastic achievement or educational attainment, which refers to the gains, got by the pupils as a result of education in educational institution, the academic level of the students, is judged by the marks that the students have scored in different test and examination.

Objectives

- To find out the significant difference between the prospective teachers of distance and regular mode in accordance with their teaching aptitude.
- To find out the significant difference between the prospective teachers of distance and regular mode in accordance with their academic achievement.

METHODOLOGY**Sample**

Purposive sampling has been done by taking hundred B. Ed. students of The Distance mode and hundreds in Regular mode from Magadh University, Gaya town.

Method

Survey method has been used.

Tools

The researcher has used the following tools for data collection:

- Teaching Aptitude Test Battery (TATB) by Dr. R. P. SINGH (Patna) and Dr. S. N. Sharma
- Self Constructed Academic Achievement Test For Prospective Teachers.

Statistical Methods

- T-Test
- correlation
- Standard Deviation
- Mean

Delimitation

- The study is limited to the teacher aptitude and academic achievement of prospective teachers pursuing B. Ed. from distance and regular mode. If the researcher would have taken a different variable like teaching aptitude the result would have been different
- The study is limited to the hundred prospective teachers from distance mode and hundred students from regular mode of DDE, Magadha University only. If more student would have been taken then the result would have been different.

Statistical Treatment

Data entry and some part of it have been done by the researcher and rest of it has been done by SPSS.

NUL HYPOTHESES**Null Hypothesis No. 1**

There is no significant difference between the prospective teachers of distance mode and regular mode in accordance with their teaching aptitude.

From the table it is inferred that at 5% level of significance the T-Ratio has come 0.071 which is much lesser than the table value of T-Ratio which is 0.944 at 5% level of significance that means the null hypothesis that there is no significant difference between the prospective teachers of distance mode and regular mode in accordance with their teaching aptitude is to be accepted.

Null Hypothesis No. 2

There is no significant difference between the prospective teachers of distant mode and regular mode in accordance with their academic achievement.

TABLE NO. 2
Academic Achievement of Prospective Teachers of Both Modes

Group	Mean	SD	T-Ratio	Remarks
Distance Mode	2.52	0.98	1.760	NS
Regular Mode	2.19	0.99		

At 0.05 level of significance

NS = not significant

From the table it is inferred that at 5% level of significance the T-Ratio has come 1.760 which is much lesser than the table value of T-Ratio which is 0.80 at 5% level of significance that means the null hypothesis that there is no significant difference between the prospective teachers of distance mode and regular mode in accordance with their academic achievement is to be accepted.

Findings**Significant Difference in the Prospective Teachers of Both Modes in Accordance with their Teaching Aptitude and Academic Achievement.**

- I. There is no significant difference between the prospective teachers of distance mode and regular mode in accordance with their teacher aptitude. This may be due to the fact that mode of course does not affect quality of teacher aptitude. It depends upon the individual that whether he/she is naturally interested in teaching profession or not, if yes only then aptitude as a teacher would be positive otherwise mode of course cannot develop teacher aptitude.
- II. There is no significant relationship between the prospective teachers of distant mode and regular mode in accordance with their academic achievement. This may be due to the fact that academic achievement does not depend on the mode of education. The only thing that matters is the study habit of student. The syllabuses of both modes perfectly fulfil the academic needs of their perceivers. This finding is supported by a study under the heading "Conventional versus Distance Education Revisited: Does Mode Matter?" by Sukati C. W. S. et.al. This study revealed that there is no significant difference between the prospective teachers of distance and regular mode in accordance with their academic achievement.

Conclusion

In the present study the investigator tried to find out the level of teacher aptitude and academic achievement in the prospective teachers pursuing B.Ed. course from the distance and regular mode. For the accomplishment of the investigation, the investigator had chosen the prospective teachers of Magadha University, and tried to find out the difference between the prospective teachers of distance and regular mode in accordance with their teacher aptitude and academic achievement, as a result it has been found that there is no significant difference. It is proved through this investigation that mode of course does not influence teacher aptitude or academic achievement but all depends upon the study habit and acquiring ability of individual.

Recommendations

- i. B. Ed. Teacher's Training Institutions could take the lead in arranging seminars, workshops for the trainees to develop their teaching competency.
- ii. Free and constructive environment should be in institutions so that prospective teachers feel free while being taught.
- iii. The institution should provide information and communication facilities to the prospective teachers of distant mode of course.
- iv. The prospective teachers of both modes of courses should be encouraged and engaged in taking keen interest in acquainting themselves with the new information to be more effective in their profession.
- v. The recruiting authorities should appoint the teachers with high academic background along with sound teacher aptitude.
- vi. The head of institutions should organize more counselling classes so that the prospective teachers of distant mode can have more chances to get more and more doubts cleared.
- vii. The administration should organize some practical works for the prospec-

At 0.05 level of significance

NS = not significant

tive teachers of distant mode of courses so that their teacher aptitude can be flourished.

- viii.** A scientific mechanism to be designed by the government to provide one-to-one feedback on the improvement of prospective teachers in their academic performance and teacher aptitude.
- ix.** Cordial relation should be maintained among prospective teachers, teachers and administrators.
- x.** There could be a forum or structure in the institute for prospective teachers to share their opinion about the new ideas that can be added to improve in teaching-learning process.